Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline	AFL Daily to inform mountain differentiation, Regular end of unit tests followed by consolidation to inform Cringe Assessment Tool				Summative test followed by teaching gaps
Place Value, Roman numerals, Addition and subtraction, Properties of numbers in multiplication and division. (1-5) (6) (7-10) (11-13)		Multiplication and Division, applying to all four problems, fractions and decimals, percentages (14-20) (21-31) (32,33)		Measurement including conversion, geometry (34-40)(41-48)	
				Consolidation – Revision of gaps as seen from summative assessment.	

Essentials

- Concrete, Pictorial, Abstract learning journeys.
- Varied Fluency, Reasoning and Problem Solving
- Reference to White Rose Small Steps
- **Statistics** taught cross-curricular with STEM and foundation subjects (Skills taught discretely in maths)(49,50)
- Opportunities should be sought for objectives to be taught cross-curricular for real life context.

Mental Maths and Times Table slot								
Recall multiplication and division facts for multiplication tables up to 12 × 12	Counting in steps of up to 12 from 0 and any given number	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	Count forwards and backwards with positive and negative whole numbers, including through zero	Count forward and backwards in Roman Numerals from a given number up to 1,000 (M)	Count forwards and backwards fractions with the same denominator and denominators that are multiples of the same number	Count in mixed numbers and improper fractions and convert from one form to the other e.g. 1 ¼ 5/4	Count up in thousandths and relate them to tenths, hundredths and decimal equivalents	Consolidate objectives based on gaps
Teachers judgement to be used to consolidate a previous objective								